1. SLO Assessment Presentations: Nancy Pauliukonis, Deaf Studies
   a. Discussed course SLOs aligned with program SLOs, assignments, rubric, assessment results, and planned improvements for the Intensive University Prep Program. The IUPP program focus is on English with an emphasis on writing, reading, grammar, vocabulary. Successful completion of courses prepare students to enter Gallaudet.
   b. Presentation focused on the academic reading and writing courses students complete to prepare them to enter English 151B (Writing) and English 163 (reading) Program outcome: students will do this by “demonstrating independent study habits…” Portfolio is one way students demonstrate their independent study habits and growth throughout the program.
   c. Last year in the reading course, students were required to read three articles on family structure followed by an in-class assignment and discussion. The final exam asked students to apply information from the 3 articles. Assessment results: 8 out of 10 received a 70% or above.
   d. This year, students are required to reading 3 different articles and complete an out-of-class assignment. There is no time spent discussing these articles in class. The final exam is based on applications from these 3 articles.
   e. Nancy shared the writing rubric she uses and reported that 8 out of 11 students scored 70% or above on required written work.
   f. Accuplacer has not been tested/standardized on deaf studies students and thus not reliable, however, continues to be used as a placement tool. Nancy is trying to find a writing assignment that would be more effective in placing Deaf Studies students.
   g. Students usually need 2 semesters to be ready to take ENG 151B.
   h. Outcomes: 12 students in IUPP - Five (42%) met the SLO. Three transferred to a BA program in fall 2011. Two enrolled in Eng 1151A. A PIO was developed to promote increased student success and included an action plan (Lab Program, Tutoring, E-Portfolio, Track Student success beyond completing IUPP). Requested support from the college research department to help collect data on student success once students have completed the IUPP program.
   i. Peer evaluation: Dialoged with ESL instructor about approaches used to prepare students for ENGL 151B and ENGL 163. Dialoged with English Instructor and asked her to reviewed essays written by Deaf Studies students to determine readiness for writing course. Both Nancy and the English instructor agreed which students were ready or were not ready for the course.
j. E-portfolios helpful for students who are transferring to show English instructor/dean at the Transferring Institutions their level of work
   i. Model E-portfolio displayed of a fictitious person. Portfolios are housed on free “Google sites” – http://sites.google.com
   ii. Professions Portfolio categories include: (students can also create their own categories)
      1. Activities and achievements
      2. Glossary
      3. Personal, Education, Career Goals
      4. Reading Projects
      5. Writing Projects
   iii. Student had positive responses. E-portfolios can be used for transfer and international students and as a part of the job application process.
   iv. E-portfolios are a new class activity so students will continue to work on uploading their work during the summer. Is not part of the class grading structure at this time. Students who are not tech savvy are having difficulty with this assignment, yet are assisted by other students, the lab coordinator and the instructor.

2. **Year One Update of Two-Year Action Plan** - most current draft was sent out with the agenda and is attached.

3. **2012-13 SLOAC Goals**
   Draft being worked on by Jim, Deb and Rachel. Will be sent out by the end of this week.

4. **2012-13 SLOAC Membership**
   Let Jim know if you are continuing to stay a part of the committee next year.

5. **Learning College Week Discussion**
   a. Tuesday, August 21, 2012, Newark Center: “Get it Done Day” with a focus on program review and assessment. Faculty can earn flex credit this work if it is done during learning college week. During the semester it is a part of the usual full-time faculty load so flex credit is not available.
   b. Leta will send information to the Deans and Department Coordinators and ask them to send her times when the departments would like to meet. All meetings will be held at the Newark Campus and rooms will be assigned.
   c. There will be assigned “stewards” to help the departments. Currently identified stewards include Perri Galligar, Bob Bradshaw, Yvette Niccolls, Lesley Buehler, Chris Warden, Walt Birkendahl, Deb Parziale, and Rachel Sherman.
   d. Thursday, August 23, 2012: “Get it Done Day” with a focus on Curriculum; Online Educators Retreat.

6. **SLOAC Updates reported by Jim Wright:**
   a. The revision of the Faculty SLOA Coordinator assignment to SLOAC Co-Chair has been reviewed by Jeff O’Connell, Faculty Senate President, who felt we can
proceed with the redirection and expansion of SLOAC. Revised SLOAC Charter attached.

b. Very good news: Rachel Sherman has agreed to be SLOAC Co-Chair for the next two years.

c. More very good news: Deb Parziale will be on contract this coming year as Consultant/Coach for SLOA and Program Review, and to be available to HR to advice on the new directions for staff and faculty development.

d. The Faculty Senate has endorsed the Framework for Course SLO Assessment and the Master Course List for SLO assessment. Both documents were discussed at the Curriculum Committee on Monday, May 7.

e. Survey will be sent to all SLOA members related to our progress on meeting standards defined by the WASC rubric by the end of the week. Please complete. Jim will send results.

f. We have received 132 responses from the faculty survey on assessment techniques. Last year we had 196 faculty complete the survey. The survey has been resent again and will collect responses until Friday May 11, 2012.

g. Jim will send SLOAC members the assessment done by Kenny Mencher on 2 art courses. This narrative that covers all assessment steps and is a qualitative assessment which shows some deep, critical thinking. It is a good model – a unique and effective approach.

Respectfully Submitted,
Deb Parziale, SLOA Coordinator